

BS AS

SAGINAW VALLEY STATE UNIVERSITY
CHARTER SCHOOL
(Public School Academy)

Application Form

I. IDENTIFICATION OF APPLICANT

A. Person applying (if on behalf of organization, partnership, corporation or association so state).

S. Bartlett Eddy

B. Title of that person with the organization, partnership, corporation or association.

C. Address, telephone and fax numbers.

23481 Sherman, Oak Park, MI 48237

Telephone: (810) 548-9079 Fax: (313) 824-8859

D. Resident agent, if any, and address, telephone and fax numbers

same

Telephone: () Fax: ()

II. PROPOSED BOARD OF DIRECTORS OF APPLICANT

A. What are the necessary qualifications of Directors?

Prior to the final approval of the charter school by the Saginaw Valley University Board of Control, board members will be chosen from a pool of candidates based on their understanding of the school's goals and mission. Members will be chosen to achieve a racially and ethnically

B. Number of Directors: 5-9 balanced board.

C. Length of term of each: Terms will be staggered so that one-third of the board will be replaced each year.

D. Proposed method of appointment or election:

Upon approval of the charter, the Saginaw Valley Board of Control will review applicants for the board and accept and confirm their appointment.

III. INCLUDE DOCUMENTATION THAT STUDENTS TO BE TAUGHT IN THE P.S.A. ARE NOW INADEQUATELY SERVED; AND DISCUSS HOW THEIR EDUCATIONAL NEEDS WILL BE MET WITH THE PROPOSED CHARTER SCHOOL. See Attachment I.

IV. PROPOSED ARTICLES OF INCORPORATION

(Must include all of the following): All of the following information may be found on Attachment II.

A. Name of the proposed Public School Academy:

Detroit Community High School

B. Purpose of proposed Public School Academy (include all of the following):

See Attachment II.

1. Goals of the Public School Academy.

2. Curriculum outline.

3. Range of pupils to be served.

C. Incorporation will be pursuant to Part 6A of the School Code of 1976, as amended, and Act 162, P.A. 1982, as amended, and that the Public School Academy is a governmental entity.

See Attachment II.

D. Pledge that the Public School Academy is not now, nor will it be, organized by a church or religious organization, nor have any organizational or contractual affiliation with a church or religious organization, nor constitute a church or religious organization.

See Attachment II.

E. Statement that the Saginaw Valley State University, Board of Control is the authorizing body.

See Attachment II.

F. Proposed time when the Articles of Incorporation will be effective.

See Attachment II.

G. Other matters proposed by applicant.

See Attachment II.

H. Other matters required by law.

V. A COPY OF THE PROPOSED BYLAWS OF THE PUBLIC SCHOOL ACADEMY, WHICH SHALL INCLUDE AT LEAST ALL OF THE FOLLOWING:

See Attachment III.

A. The governance structure of the Public School Academy. (Attach copy)

B. A copy of the educational goals of the Public School Academy and the curriculum to be offered and methods of pupil assessment to be used by the Public School Academy. (To the extent applicable, the progress of the pupils in the Public School Academy shall be assessed using at least a Michigan Education assessment Program (MEAP) test or an assessment instrument developed under section 104a of the State School Aid Act of 1979, being section 388.1704a of the Michigan Compiled Laws, for a state-endorsed high school diploma, or 1 or more of the following nationally formed tests; the California Achievement Test, the Stanford Achievement Test, or the Iowa Test of Basic Skills.) (Attach copy)

C. *See Attachment III.*
The admission policy and criteria to be maintained by the Public School Academy. The admission policy and criteria shall comply with section 504 of the School Code, as amended, as follows:

1. A Public School Academy shall not operate at a site other than the single site requested for the configuration of grades that will use the site.

2. A Public School Academy *See Attachment III.* shall not charge tuition, and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by school district. However, a Public School Academy may limit admission to pupils who are within a particular range or grade level or on any other basis that would be legal if used by a school district.

3. *See Attachment III.*
Except for a foreign exchange student who is not a United States citizen, a Public School Academy shall not enroll a pupil who is not a resident of this state. Enrollment in the Public School Academy shall be open to all pupils who reside within the geographic boundaries of the State of Michigan who meet the admission policy. If there are more applicants to enroll in the Public School Academy than there are spaces available, pupils shall be selected to attend using a random selection process. However, a Public School Academy may give enrollment priority to a sibling of a pupil enrolled in the Public School Academy. A Public School Academy shall allow any pupil who was enrolled in the Public School Academy in the immediately preceding school year to enroll in the Public School Academy in the appropriate grade unless the appropriate grade is not offered at the Public School Academy.

4. A Public School Academy *See Attachment III.* may include any grade up to grade 12 or any configuration of those grades, including kindergarten and early childhood education, as specified in its contract.

5. *See Attachment III.*
The school calendar and school day schedule plus annualized hours of instruction where applicable.

See Attachment III.

6. The age or grade range of pupils to be enrolled.

See Attachment III.

7. Method of financing the academy and first year's proposed budget.

See Attachment III.

D. Description of staff responsibilities, qualifications and certification and of the Public School Academy's governance structure. (Attach job descriptions, if available.)

See Attachment III.

E. Identification of both local school district and intermediate school district in which the academy will be located.

See Attachment III.

(Local)

(ISD)

F. Description of and address of the physical plant in which the Public School Academy will be located.

See Attachment III.

G. A written agreement that the application will comply with all of Part 6A of the School Code, as amended, and all other state laws applicable to public bodies and with federal law applicable to public bodies or school districts and those cited in the contract approved.

See Attachment III.

H. Projected numbers of students attending and method of projection.

See Attachment III.

I. Proposed method and arrangement for transportation of pupils.

See Attachment III.

J. A pledge that the corporation is not now, nor will be, organized by a church or other religious organization of any kind or nature, nor that it has any affiliation either organizationally or contractually with a church or religious organization or that it would constitute a church or other religious organization now or in the future.

See Attachment III.

K. Proposed method to provide Saginaw Valley State University with assurance that the Public School Academy will comply with the goals of the Public School Academy, and comply with all applicable laws, regulations, reporting procedures for state, federal and contractual requirements.

See Attachment III.

L. Proposed date for commencement of teaching in the Public School Academy.

See Attachment III.

It is understood that this application must include a nonrefundable fee of \$500 for its review. Upon notification that an applicant's program is consistent with the purpose and objectives of SVSU's policies, the applicant becomes a candidate for a charter. There is an additional nonrefundable \$500 fee for a program evaluation review prior to determining charter status. Further, it is agreed that Saginaw Valley State University's Board of Control may accept, reject, modify or condition approval upon modification of this application as it so chooses and that it is not obligated by law to accept any applications. The candidate agrees to enter into a contract with Saginaw Valley State University as a condition of acceptance of this application and part of that contract contains a pledge that the corporation will comply with all state and federal laws and regulations which apply to public bodies, as well as the provisions of Part 6A of the School Code of 1976, as amended, and federal laws applicable to school districts. Should any significant condition change as a result of an emergency or unplanned event, it is incumbent on the Director to request a charter amendment from the Saginaw Valley State University's Board of Control.

S. Bartlett Eddy 12/17/96

Applicant

By: _____

By: _____

By: _____

ATTACHMENT I: STUDENT POPULATION

III. Description of Student Population to be Served

Locating in the City of Detroit and chartering through a state university will allow us to serve the educational needs of Detroit students, and at the same time to open our doors to the Metropolitan Detroit community. Enrolling an ethnically and racially diverse group of students is our goal. Census data for 1990 indicated that the projected service area in the 48228 zip code was 39% White, 57% African -American and 3% Other. The economic status for the neighborhood indicates that the median family income range is \$26,016. This figure represents the lower end of a middle income. The percent of households below the poverty level is 25%.

The educational needs of the students will be met in ways that are both unique and innovative. Please refer to the Educational Goals and Objectives, Appendices B and C, for an overview.

ATTACHMENT II:

ARTICLES OF INCORPORATION
DETROIT COMMUNITY HIGH SCHOOL

**ARTICLES OF INCORPORATION
DETROIT COMMUNITY HIGH SCHOOL, INC.
(A Public School Academy)**

ARTICLE I

The name of the corporation is: Detroit Community High School, Inc., a public school academy.

The authorizing body for the corporation is: Saginaw Valley State University, Board of Control.

ARTICLE II

A. Goals

The school's program is designed to, and the staff is uniformly committed to, attaining the following educational goals:

1. To provide a high quality public education opportunity to an underserved community of kindergarten and high school students.
2. To develop a model educational environment in which all young people may achieve at the highest levels of academic and social performance.
3. To inspire student learning through an innovative curricular program and with a creative, motivational team of educators committed to all learners' individual success.
4. To engage students in their own learning in a way that they take responsibility for and pride in their academic accomplishments.
5. To strongly promote the active involvement (in school and outside of school) of parents, business, and the general community in enhancing our young people's learning.
6. To nurture a safe environment in which we explore and develop a sense of appreciation for personal, academic, gender, ethnic, skill, life experience, economic and global diversity.
7. To provide a school organization that empowers decision makers closest to the learners.
8. To make ongoing professional development a school priority and to make visible the process whereby the adult professionals in the school work and make decisions together so that they may become models for the students and others.
9. To seek supplemental human and financial resources that will assist the academy in attaining its educational goals.

B. Curriculum Outline

The instructional process of the academy is designed around the integration of the academic, artistic/social, and practical/hands-on components of the curriculum. Core areas of the curriculum will be presented in blocks of three or four weeks in duration, during which a prescribed sequence of artistic/social

and practical/hands-on work will be interwoven. Teachers will be responsible to work with one another and with the curriculum to achieve the highest level of integration of subject matter for the students. Connections between the school's curriculum and the world in which the students live will be achieved through community placements, school run businesses and connections to individuals who will help to teach various blocks in the high school because of their professional expertise.

C. Range of Students to be Served

The school's educational program is designed to serve the learning needs of children in Kindergarten and in the high school, grades nine through twelve.

ARTICLE III

The purposes for which the corporation is organized are:

1. The corporation is organized for the purposes of operating as a public school academy in the State of Michigan pursuant to Parts 6A and 6B of the Code, being Sections 380.501 to 380.518 of the Michigan Compiled Laws.
2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a non-profit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.
3. Additionally, the corporation is organized for the purpose of 1) improving pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment; 2) stimulating innovative teaching methods; 3) creating new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level; 4) achieving school accountability outcomes by placing full responsibility for performance at the school site level; and 5) providing parents and pupils with greater choices among public schools, both within and outside existing school districts.
4. The corporation is not now, nor will it be, organized by a church or religious organization, nor have any organizational or contractual affiliation with a church or religious organization, nor will it constitute a church or religious organization.

ARTICLE IV

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: None

Personal Property: None

The corporation is to be financed under the following general plan:

1. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
2. Federal funds.
3. Donations.
4. Fees and charges permitted to be charged by public schools' academies.
5. Other funds lawfully received.

ARTICLE V

The address of the initial registered office is: 23481 Sherman, Oak Park, MI 48237.

The mailing address of the initial registered office is: same as above.

The name of the initial resident agent at the registered office is: Bart Eddy

ARTICLE VI

The name and address of the incorporator is as follows: Bart Eddy, 23481 Sherman, Oak Park, MI 48237.

ARTICLE VII

The corporation is a governmental entity.

ARTICLE VIII

Section 1. Resolution Approving Initial Board of Directors. Before execution of a contract to charter a public school academy between the corporation and the Saginaw Valley State University Board of Control, the method of selection, length of term and the number of members of the Board of directors of the corporation shall be approved by a resolution of the Board of Directors of Saginaw Valley State University (the "University Board of Control") as required by the Code.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the Authorizing Body. Subsequently, the Board of Directors of the corporation shall nominate a list of potential members of the Board of Directors equaling the number of

vacancies on the Board and then submit the list of nominees to the Authorizing Body accompanied by the nominees' resumes. A member appointed to fill a vacancy created other than by the expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year.

Section 4. Number of directors. The number of members shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the Authorizing Body.

Section 5 Qualifications. The Board shall not include (i) members appointed or controlled by another profit or non-profit corporation; (ii) employees of the Academy; or (iii) officials of the Authorizing Body.

Section 6. Oath All members of the Board of Directors of the corporation must file an acceptance of office with the University. All members of the Board of Directors of the corporation shall take the oath of office required by Section 512a (4)(b)(vi) of the Code.

ARTICLE IX

No part of the net earnings of the corporation shall inure to the benefit of or be distributed to its directors, board, officers or other private persons, or organizations organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from Federal Income Tax under Section 115 of the IRC, or comparable provisions of any successor law.

Upon the dissolution of the corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the Authorizing Body or to such other governmental entities who are organized for similar purposes as set forth in Article II.

ARTICLE X

The corporation and its incorporators, board members, officers employees and volunteers have governmental immunity as provided in Section 7 of Act No. 179 of the Public Acts of 1964, being Sections 691.1407 of the Michigan Compiled Laws.

ARTICLE XI

These Articles of Incorporation shall not be amended except as follows:

The corporation, by a majority vote of its Board of Directors, may at any time propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to the Articles of Incorporation. The proposal will be made to the University Board of Control or through its designee. The University Board of Control delegates to its President, or his designee, the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the University President or his designee, the University Board of Control shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board of Control by the corporation.

The University Board of Control, or an authorized designee, may at any time propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board of Control upon a majority vote of consent by the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board of Control or its designee and filed with the Michigan Department of Commerce, Corporation and Securities Bureau. In addition, the corporation shall file with the amendment a copy of the University Board of Control, or its designee's, approval of the amendment.

ARTICLE XII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE XIII

The powers and duties of the corporation's officers are as follows:

Section 1. Number. The officers of the corporation shall be a President, Professional Executive Officer (ex-officio), Vice-President, Secretary, Treasurer, and such assistant officers as may be selected by the Board of Directors.

Section 2. President. The President of the corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of directors attending the meeting shall preside. The President shall be an ex-

officio member of all standing committees and may be designated chairperson of those committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of President of the board as may be prescribed by the Board from time to time.

Section 3. Vice-President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-president shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 4. Professional Executive Officer The Professional Executive Officer (PEO) shall be the Chief Executive Officer of the corporation, shall serve ex-officio on the Board of Directors, and shall be chosen by the College of Teachers. The appointment of the PEO shall be confirmed by the Board of Directors and shall be responsible to discharge the duties that are discussed herein. If the Board makes the determination that the PEO is not executing the duties of the office as discussed herein, the Board shall instruct the College to choose another representative to act as the PEO on its behalf.

Section 5 Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the PEO or the Board.

Section 6 Treasurer. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (b) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 7 Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

ARTICLE XIV

The person responsible for the publication and filings required by Part 6B of the code is the President of the Board of Directors.

ARTICLE XV

These Articles of Incorporation are hereby signed by the incorporators on the day of , 1997.

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless the Saginaw Valley State University Board of Control issues to the corporation a contract to operate as a public school academy, and the contract is executed by both the corporation and the Saginaw Valley State University Board of Control.

By: _____

By: _____

ATTACHMENT III

PROPOSED BY-LAWS

DETROIT COMMUNITY HIGH SCHOOL

**DETROIT COMMUNITY HIGH SCHOOL
PROPOSED BYLAWS**

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**BY-LAWS of the
DETROIT COMMUNITY HIGH SCHOOL, Inc.**

ARTICLE I. Name

This organization shall be called the Detroit Community High School, Inc.

ARTICLE II. Form of Corporation

Detroit Community High School is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III. Offices

Section 1. Principal Office. The principal office of the corporation shall be located in the City of Detroit, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the corporation may be the same as the principal office of the corporation, but in any event must be located in the State of Michigan and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

ARTICLE IV. Board of Directors; Meetings; Fiscal Year

Section 1. General Powers. The business, property and affairs of the corporation shall be managed by its Board of Directors. The Board of Directors may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A and 6B of the Michigan School Code of 1976. The Board of Directors may delegate such powers to the officers of the Board and/or to the College of Teachers as it deems necessary and as are legal.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the University Board of Control. Subsequently, the Board of Directors of the corporation shall nominate a list of potential members of the Board of Directors equaling the number of vacancies on the board. The University Board of Control or its designee shall confirm members from the list of nominees at its next regular meeting taking place at least twenty days following notification to the University Board of Control of nominees. When the nominations are forwarded to the University Board of Control, they shall be accompanied by the nominees' resumes, and the nominees shall be available for interview by the University Board of Control or its designees. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year. At the first

meeting, the Board of Directors shall designate which members of the invited Board of Directors shall serve one, two and three year terms.

Section 4. Number of Directors. The number of members shall never be fewer than five nor more than nine.

Section 5. Qualifications. The Board shall not include members who are full-time, salaried employees of Detroit Community High School nor members of the University Board of Control.

Section 6. Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University. All members of the Board of Directors of the corporation shall take the oath of office required by Section 512a(4)(b)(vi) of the Code.

Section 7. Tenure. Each Director shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds vote of the Board of Directors of the corporation or by majority vote of the University Board.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 2 of this Article.

Section 10. Regular Meetings. The Board of Directors shall hold regular meetings publicized well in advance. The Board of Directors may provide by resolution, the time and place, within the State of Michigan, for the holding of additional meetings. The corporation shall provide notice of all regular meetings as required by the Open Meetings Act.

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the State of Michigan for holding any special meeting of the Board of Directors called by them, and if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the State of Michigan. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice; Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting shall be given at least three days prior to the special meeting by written notice, stating the time, date and place of the meeting, delivered personally or mailed or sent by telegram, fax or e-mail to each Director at the Director's personal residence or place of business. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the

telegram is delivered to the telegraph company. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waive of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 13. Quorum. A majority of the Directors constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting act.

Section 14. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, as long as that majority is equal to a simple majority of the Board.

Section 15. Meeting by Telephone or Similar Equipment. A director may participate in a meeting by conference telephone or any similar communications equipment through which all persons participating in the meeting, including members of the public, can hear each other. Participation in a meeting pursuant to this Section constitutes presence in person at the meeting.

Section 16. Board Vacancies. Any vacancy may be filled as provided in Section 2 of this Article.

Section 17. Compensation. No officer or Director will be permitted to draw a salary for his or her work as a Director on the Board. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, at each meeting of the Board of Directors, subject to the statutes regarding contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

Section 18. Presumption of Assent. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting.

Section 19. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more directors elected by the Board of directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of business

and affairs of the corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 20. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University Board of Control, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget in accordance with the University Board policy.

ARTICLE V. Officers.

Section 1. Number. The officers of the corporation shall be a President, Professional Executive Officer (ex-officio), Vice-President, Secretary, Treasurer, and such assistant officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers of the corporation at a duly noticed meeting prior to the beginning of the school year. Thereafter, the Board of Directors shall elect the officers annually at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each office shall serve a two year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal of Officers. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President of the corporation shall preside at all meetings of the Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board attending the meeting, shall preside. The President shall be an ex-officio member of all standing committees and may be designated chairperson of those committees by the Board. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of the President and when so acting shall have all the

perform the duties of the President and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. Professional Executive Officer. The Professional Executive Officer shall be the Chief Executive Officer of the corporation, shall serve as an ex-officio member of the Board of Directors, and shall be chosen by the College of Teachers. *from its effect (unless otherwise specified)*

Section 8. Secretary. The Secretary shall keep the minutes of the Board meetings in one or more books provided for that purpose; see that all notices, including posted notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records; keep a register of the post office address of each member and perform all duties incident to the office of Secretary and other duties assigned by the School Administrator or the Board.

Section 9. Treasurer. The Treasurer shall: assure that the responsibilities of the fiscal agent of the corporation are properly carried out; perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 10. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board shall have the power to appoint any person to perform the duties of an officer whenever, for any reason, it is impractical for such officer to act personally. Such Acting Officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the Acting Officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 11. Salaries. No officer or Director shall receive a salary for his or her work as a Director of the corporation, subject to the provisions of the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.185 of the Michigan compiled Laws.

Section 12. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act no. 566 of the Public Acts of 1978, being Sections 15.181 to 18.184 of the Michigan Compiled Laws, any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI. Contracts, Loans, Checks and Deposits; Special Corporate Acts.

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, including management contracts, to execute and deliver any instrument, or to acknowledge any

instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board authorizes the execution of a contract or any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loan or advance to or overdraft of withdrawal by an officer or member of the Board otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Act No. 48 of the Public Acts of 1932, as amended, being 129.11 to 129.15 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by the Corporation. Subject always to the specific directions of the Board, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

Section 6. Contracts Between Corporation and Related Persons. Subject to the provisions of the statute on Contracts of Public Servants with Public

Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws, any contract or other transaction between this corporation and one or more of its Directors, or between this corporation and any firm of which one or more of this corporation's Directors are members or employees, or in which one or more of this corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the corporation acts upon, or in reference to such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board and the Board shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII. Indemnification.

Each person which is or was a member of the Board of Directors, or a trustee, Director, Officer or member of a committee of the corporation and each person who serves or has served at the request of the corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. In addition, the Saginaw Valley Board of Control shall be indemnified to the fullest extent permitted by the State of Michigan for actions related to Detroit Community High School. The corporation shall purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE VIII. Seal.

The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy".

ARTICLE X Required Information for Public School Academy Application.

This Article contains information required by Parts 6A and 6B of the Michigan School code.

Section A: GENERAL DESCRIPTION OF GOVERNING STRUCTURE

The defining governing principle of the Detroit Community High School is the fact that it will be faculty-run. There will be no headmaster in the school; instead, the faculty, whose work is understanding and responding to the children's needs, provides leadership for fulfilling the school's educational vision and mission, for developing and carrying out pedagogical policies, and for fostering collegial and professional relationships. Each faculty member contributes his or her perspective and experience to the whole. Out of the whole, a picture of the needs of the children and the community emerges. In turn, it is out of this shared vision of the school that school policies and decisions emanate.

Authority for decisions and policies will be carried by a group of the faculty called the College of Teachers on behalf of the entire faculty. Decisions in the College are reached by consensus, requiring that all members of the College agree or are able to support actions by the group. The faculty and College will also work by mandate which allows committees and individuals to be responsible for carrying out school policy without being micro-managed. The work of the school will be carried out in standing committees chaired by a faculty member. A college member will be assigned to each area to assure that objectives are accomplished in an expedient way.

In order to teach and to carry out the responsibilities described above, the faculty of the school needs a supportive and energetic administration and community surrounding it to help create the means (both financial and human) to carry out its responsibilities. For this reason, the College of Teachers will designate a Professional Executive Officer to oversee administrative work in the school and be a liaison with the Board of Directors. In addition, the College will employ an office manager and receptionist to execute business on behalf of the school. The Board of Directors of the school has ultimate legal and fiduciary responsibility for the school and furthermore will accept the task of responding to the needs of the faculty and the school community by their service on the Board.

To facilitate communication between the Board and the faculty of the school, a Finance Committee will be formed, where discussions about school budgeting and finances are held. The Finance Committee will consist of a faculty member, office manager, and the Board Treasurer. Matters of day to day finances (cash flow, collections, etc.) are discussed, while on a periodic basis such additional matters as formation of the yearly school budget are introduced. Recommendations for raises for faculty, spending for capital needs and creation of new positions will be formed in this committee and then shared with the College and the Board before final approval by the Board.

It is clear from the foregoing example that governance really is a shared responsibility between the faculty and the Board. Policy will emanate from the faculty out of their work with the children, while the Board upholds its legal and fiduciary responsibilities under State law. A high level of trust and respect is necessary for this kind of governance. Most of this trust and respect is generated out of the work with the children. The rest we will consciously work

to achieve through common study of the school, the children and the pedagogy so that a shared vision for the school can emerge.

Coordination of the work of the administrative staff in the school will occur as the office manager and professional executive officer work together. The office manager will be hired by and serve at the pleasure of the College of Teachers, and therefore these are the school representatives who help define his/her work and then evaluate that work each year. The office manager will be responsible for monitoring the workload of the office and, along with the Finance Committee, the financial matters of the school. The school receptionist/typist will be hired and evaluated by the office manager in consultation with the faculty.

A faculty committee system will carry and support the pedagogical work of the school as well as major school business such as personnel, finance and parent work.

SPECIFIC AREAS OF RESPONSIBILITY

THE BOARD OF DIRECTORS

The responsibilities of the Board of Directors are more specifically laid out in the Articles of Incorporation and the By-Laws. The Board shall retain legal and fiduciary responsibility for the school as provided by State law, but shall delegate the day to day operation of the school to the faculty of the school.

THE FACULTY

All decisions and policies related to school operation will emanate from the group of teachers who dedicate themselves to teaching in the school. The basis for their decisions and actions grows out of the pedagogical needs of the children. One might say that the work of the faculty forms a vessel which contains the pedagogical and social life of the school. The weekly faculty meeting becomes the place where all members of the faculty can sit together and reflect on the children's needs. This faculty meeting will be held on a regular weekly basis. The faculty meeting consists of a pedagogical study with which the entire faculty will work; a child or class study; artistic work related to the curriculum; committee reports; and business concerns of the school. Each faculty member is committed to work on a committee which carries some aspect of school business. Faculty committees meet during the week to carry out the work of the school. It is from working together on the important concerns of the teachers and children that policies and decisions arise and the school is governed.

THE COLLEGE OF TEACHERS

The College of Teachers, in consultation with the faculty and Board, carries leadership for the larger purposes and future of the school. Through study and research of questions that relate to the life of the school, college members work with each other, the Board, all faculty members and parents, to guide the school and its mission. The College of Teachers will be responsible for the pedagogical work of the school and in conjunction with the Board, for planning and development of the school's future. The College of Teachers

works by consensus and by mandate on the various tasks that are required for the functioning of the school and on establishing all matters of policy.

Membership in the College of Teachers will be a reciprocal agreement between the individual teacher, who wants to assume the deeper aspects of carrying the school, and the College members, who agree that the individual teacher is ready to take up the additional responsibilities of College membership. A prospective member must be committed to remaining in the school community for a reasonable time in the future and should have matured in his or her pedagogical work sufficiently to take on this extra administrative responsibility.

Section B: EDUCATIONAL GOALS

The academy's program is designed, and the staff is uniformly committed to, attaining the following goals:

1. To provide a high quality public education opportunity to an underserved community of kindergarten and high school students.
2. To improve student achievement through an integrated curriculum that balances the academic (thinking), the artistic/social (feeling) and the practical (willing).
3. To provide contextual based learning experiences that align the students with the world of work and community service.
4. To develop interest and enthusiasm for self-motivated projects of a research and hands-on nature.
5. To incorporate the historical epochs of the worker (laborer, craftperson, artisan/professional and technological entrepreneur) into the school setting as an essential curriculum component.
6. To explore contemporary issues that require the implementation of a problem-solving capacity.
7. To connect students with the ideals and aspirations of the great thinkers and doers of the past and the present.
8. To find appropriate work internships for students who have demonstrated responsibility for their learning.
9. To awaken the capacity for imaginative thinking through an integration and harmonization of the academic, artistic and practical.
10. To design collaborative work situations for teachers from the different disciplines.
11. To offer team teaching assignments and longer lessons to deepen the subject content.
12. To maintain a teacher/student ratio of 25:1 or less.
13. To structure a longer school day to strengthen the curriculum.
14. To use portfolio and exhibition techniques for student assessment.
15. To allow the teacher to adjust and adapt the curriculum to meet classroom needs.
16. To make ongoing professional development a school priority through peer review, sponsorship and extended training.
17. To implement a faculty-run or site-based managed school that works toward integrated management techniques and the mandate organization.
18. To encourage job flexibility and variety by assigning the teachers to committee work on administrative teams.
19. To strongly promote the active involvement (in school and outside of school) of parents, business and the general community in enhancing our young people's learning.
20. To work in conjunction with the educational standards set by the state; to build a community resource network of accountability; and to keep abreast of the current trends in business and industry.
21. To create parent participation through class meetings, conferences and adult education classes in childhood and adolescent development.
22. To seek supplemental human and financial resources that will assist the academy in attaining its educational goals.

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Section C: CURRICULUM

High School Curriculum Description and Goals

The educational archetypes upon which the curriculum is founded are based upon the three-fold image of the human being (thinking/academic, feeling/social-artistic and willing/practical-vocational) described by Rudolf Steiner. These three areas are integrated with a knowledge of the developmental stages of childhood and adolescence, and the four diagnostic levels of learning (physical body, life patterns and rhythms, relationships and ego-identity). The methodologies for the implementation of the curriculum are drawn from the Waldorf School movement, the Coalition of Essential Schools, the vocationals movement and original research work that has been pursued by the staff.

Curriculum Area I: Academic Work

The academic portion of the curriculum is taught in the block format of three or four weeks. It is during this time that the core curriculum studies in the areas of the language arts, geography and history, mathematics and sciences are taught. For the duration of the block, the students are deeply immersed in a specific subject area for two hours. This period of time is known as the main lesson and provides an opportunity for extensive work in the cognitive, emotive and motor processes.

The sequence of main lesson content adheres to a two-day rhythmical format which involves the oral recall and review of subject matter presented the day before; the presentation of new material through characterization, drama, dialogue and lecture; and the synthesis of material presented the day before in the main lesson book through written work and color illustrations.

Students are generally required to create a main lesson book or exhibition of their work which reflects the essential material of the block they are studying. The teacher acts as a coach or guide to develop the necessary cognitive capacities to record their observations and express their ideas. The artistic element is enhanced through vivid color illustrations and the aesthetic appearance of the book. The social element of learning to work together arises through exhibitions and performances. The activity of the will is engaged through the process of creating a book and completing it by the end of the block. Main lesson bookwork, portfolios, exhibitions and performances become unique evaluative tools for academic and character assessment. At the end of each block the teacher gives a written evaluation of the student's achievement.

The academic component of the curriculum will have its primary focus in awakening the thinking faculties of the youth. This will be achieved by:

1. Developing critical thinking skills that lead from the logical and analytical to the imaginative and creative.
2. Enhancing the power of memory and recall through daily review.
3. Building the capacity to synthesize material into an integrated whole.
4. Cultivating a multi-cultural perspective to learning through the content of the curriculum.

5. Integrating math, science, history and geography and language arts by uniting interdisciplinary content.
6. Training the powers of observation, not only to develop scientific thinking, but to learn to observe other people and acquire the ability to estimate their needs.
7. Requiring independent thinking through self-directed study and research projects.
8. Ensuring that all students graduate with a firm grasp of the basics.

Curriculum Area II: Social and Artistic Work

The artistic and social components of the curriculum will have as their purpose the awakening of the inspirational, idealistic and creative capacities of the students. The artistic component will focus on the well-being and inner-life of the students and will be achieved through the visual, plastic and performing arts.

The goals are:

1. Enhancing the power to think conceptually, imaginatively and livingly.
2. Counteracting self-destructive behavior through creative self expression and acting as a preventative of violent activities.
3. Balancing the feeling/emotive life through an orchestrated exploration of specific artistic disciplines.
4. Developing a sense of confidence, competence and self-esteem in the encounter with the creative process.
5. Uniting the creative process with the social ideals of our time.

The arts are the bridge between the academic and the practical. They awaken the feeling life with its manifold sensitivities and impressions to the thinking and willing nature of the human being. If the feeling life is carefully cultivated through the arts, then a refinement and upliftment of the emotional life will overcome that which is coarse and brutal. The arts are the creative answer to the problems of violence in our culture; they will allow the young person to gain a sense of competence and confidence; and in teaching the youth to become responsible for their actions, the arts will engender love for the world.

The social content will focus on the immediate needs of the community and the world and will aid in the development of interest and enthusiasm on the part of the students for their fellow human beings and the world around them. There are five main objectives that comprise this part of the curriculum:

1. Developing an understanding of global and local inter-relationships, as for example political, social, cultural, economic and environmental.
2. Building a sense of community within group work projects.
3. Learning social skills such as listening, leadership development and conflict resolution.
4. Engaging in community-based service projects.
5. Exploring real-world issues with moral implications for the individual, the community and the world.

Curriculum Area III: Social / Practical Work

A unique feature of the curriculum will be to develop a kindergarten center for the children of the community in which the school is situated. This child care center combines the ideals of community service with an introduction to a career path in child-care through the Home Arts sequence. The Home Arts curriculum consists of:

- Grade 9: Parenting Skills, Nutrition
- Grade 10: Family Life and the Life of the Young Child, Developmental Games, Storytelling
- Grade 11: Phases of Child Development, Work and Play
- Grade 12: Effects of Technology and Modern Life Styles on Children and Adults

Curriculum Area IV: Practical / Hands-On Work

Practical/vocational work is the hands-on component of the curriculum that unites the human will with its deepest moral intentions for the performance of deeds (work) in the world. Through a recapitulation of the historical epochs of work, the students will become actively engaged in a pathway of work that encompasses four levels: the Manual Laborer; the Craft Worker; the Artisan/Professional; and the Entrepreneur (technological). The World of Work sequence of courses will acclimate the "student-worker" to the developmental trends of work history in our country. The four areas are: Labor and Tool Technology; Handcraft and Mechanical Technology; Machine Technology to Electronic Technology; and the Future of Work and Employment Opportunities.

In the curriculum, work units are created introducing manual labor through gardening, landscaping, furniture repair and the making of hand tools; while in the crafts the students come to know the processes involved in woodworking, weaving, metal work and the home arts. Artisanship arises as a student gains in proficiency and skill, as it now becomes important for them to experience the world of work through the "eyes" of the professional. Apprenticeships in local businesses and school run businesses are developmentally appropriate at this stage. The last level is based upon two streams of activity: *entrepreneurship* that brings vision into action for the creation of self-employment opportunities through small businesses and the service industry; and *technology* that informs the students in an experiential way of the most current advances in the field.

The pathway of work, as described above, bears a contemporary correspondence to the guild system with its training based upon the three stages of apprentice, journeyman and master. At the root of the hands-on training is the development of character in the students. Some of the key objectives for this area are:

1. Finding a relationship to the materials of the earth and the processes by which they may be utilized.

2. Acquiring strong work habits in both the school setting and the workplace environment.
3. Developing character building skills such as patience, care for the work being performed, accuracy, innovation and eventually expertise in the world of work.
4. Confronting and solving work-related problems that require higher order thinking skills in combination with technical know-how.
5. Being able to describe and follow the development of a project concept on paper to its completion on the job site.
6. Mastering the necessary employability skills in order to gain employment. For example, a student will learn to communicate his/her goals and expectations clearly and effectively to prospective employers.

Curriculum Integration: The Proposed High School Curriculum Outline

The fundamental goal of this curriculum is the uniting of the thinking, feeling and willing through an integration of the academic, artistic/social and the practical/vocational. In striving to integrate these three features, the teachers will have to go outside of the main lesson block in order to coordinate curriculum content and collaborate with special subject teachers. By reviewing the proposed high school curriculum that follows, it is possible to see some of the interconnections between the three content areas:

NINTH GRADE: POLARITIES

Life Sciences: Embryology, Human Anatomy

Chemistry: Organic Chemistry

Physics: Mechanics

Earth Science: Geology/Land Masses, Mineralogy

Mathematics: Pre-Algebra or Algebra I, Business Math, Intro. to Computers and Operations

Cultural History and Geography: U.S. History; Indigenous America, Cultural Identities in America

Language Arts: Dramatic Expressions in Literature, Poetics, Spanish

Movement/Physical Education: Eurythmy, Bothmer Gymnastics, Dance

Music: Choir, Instrumental Ensembles

Drawing/Painting: Black and White Drawing, Perspective Drawing

Sculpture: Human Form

Drama: Building a Character

World of Work: Labor and Tool Technology

Community Service: Basics of Group Interaction, Conflict Resolution, Speech/Personal Expression

Practical Arts:

Woodworking: Use of Hand Tools, Carving, Repairs

Metalworking: Blacksmithing, Metal Shaping

Gardening: Tools, Composting, Bed Preparation

Home Arts: Parenting Skills, Nutrition, Textiles

TENTH GRADE: PROCESSES

Life Sciences: Botany, Cell Biology

Chemistry: Acids, Bases, Salts

Physics: Electricity and Magnetism

Earth Sciences: Meteorology, Water Systems

Mathematics: Algebra I or Geometry, Personal Accounting, Computer Construction, Machine Languages

Cultural History/Geography: Ancient History, Growth of Law, Africa and Asia

Language Arts: Origins of Language, Creative Writing, Spanish

Movement/Physical Education: Eurythmy, Bothmer Gymnastics, Dance, Outdoor Education

Music: Choir, Instrumental Ensembles

Drawing and Painting: Introduction to Water Color (Wet and Dry)

Sculpture: Metamorphic Forms

Drama: Stagecraft

Community Service: Issues in Urban Life

World of Work: Handcraft and Mechanical Technology

Practical Arts:

Woodworking: Furniture Making

Metalworking: Welding

Gardening: Plant Culture, Propagation, Transplanting

Home Arts: Family Life and the Life of the Young Child, Developmental Games, Storytelling, Textiles

ELEVENTH GRADE: INDIVIDUAL IDENTITY

Life Sciences: Zoology, Evolution

Chemistry: The Periodic Table

Physics: Optics

Earth Science: Astronomy, Introduction to Environmental Science

Mathematics: Algebra II, Projective Geometry, Business Accounting, Computer Programming and Applications

Cultural and Art History/Geography: Renaissance, Reformation, Enlightenment, Latin and South America

Language Arts: Human Encounter and The Quest, Expository Writing, Spanish

Movement/Physical Education: Eurythmy, Bothmer Gymnastics, Dance, Outdoor Education

Music: Choir, Instrumental Ensembles

Drawing and Painting: Life Drawing, Drafting

Sculpture: Animal Gestures

Drama: Play Production

Community Service: Service Placements/Seminar

World of Work: Machine Technology to Electronic Technology

Practical Arts:

Woodworking: Cabinetry

Metalworking: Machining

Gardening: Garden Design, Rotation of Crops, Companion Planting

Home Arts: Phases of Child Development, Work and Play, Textiles

TWELFTH GRADE: WORLD CONSCIOUSNESS

Life Sciences: Human Development and Psychology, Ecology

Chemistry: Chemical Technology

Physics: Acoustics, Energy

Earth Science: Environmental Science

	NINTH GRADE—POLARITIES	TENTH GRADE—PROCESS
LIFE SCIENCES	Embryology, Human Anatomy	Botany, Cell Biology
CHEMISTRY	Organic Chemistry	Acids, Bases, Salts
PHYSICS	Mechanics	Electricity and Magnetism
EARTH SCIENCE	Geology/Land Masses, Mineralogy	Meteorology, Water Systems
MATHEMATICS	Pre-Algebra or Algebra I, Business Math, Intro. to Computers and Operations	Algebra I or Geometry, Personal Accounting, Computer Construction, Machine Languages
CULTURAL HISTORY/GEOGRAPHY	U.S. History; Indigenous America, Cultural Identities in America	Ancient History, Growth of Law, Africa and Asia
LANGUAGE ARTS	Dramatic Expressions in Literature, Poetics, Spanish	Origins of Language, Creative Writing, Spanish
MOVEMENT/PHYSICAL EDUCATION	Eurythmy, Bothmer Gymnastics, Dance	Eurythmy, Bothmer Gymnastics, Dance, Martial Arts, Outdoor Education
MUSIC	Choir, Instrumental Ensembles	Choir, Instrumental Ensembles
DRAWING/PAINTING	Black and White Drawing, Perspective Drawing	Introduction to Water Color (Wet and Dry)
SCULPTURE	Human Form	Metamorphic Forms
DRAMA	Building a Character	Stagecraft
COMMUNITY SERVICE	Basics of Group Interaction, Conflict Resolution, Speech/Personal Expression	Issues in Urban Life
WORLD OF WORK	Labor and Tool Technology	Handcraft and Mechanical Technology
PRACTICAL ARTS	Woodworking Metalworking Gardening Home Arts	<ul style="list-style-type: none"> • Use of Hand Tools, Carving, Repairs • Blacksmithing, Metal Shaping • Tools, Composting, Bed Preparation • Parenting Skills, Nutrition, Textiles • Furniture Making • Welding • Plant Culture, Propagation, Transplanting • Family Life and the Life of the Young Child, Developmental Games, Storytelling, Textiles

		ELEVENTH GRADE—IDENTITY	TWELFTH GRADE—WORLD CONSCIOUSNESS
LIFE SCIENCES	Zoology, Evolution	Human Development and Psychology, Ecology	
CHEMISTRY	The Periodic Table	Chemical Technology	
PHYSICS	Optics	Acoustics, Energy	
EARTH SCIENCE	Astronomy, Introduction to Environmental Science	Environmental Science	
MATHEMATICS	Algebra II, Projective Geometry, Business Accounting, Computer Programming and Applications	Calculus, Budgeting and Projections, Computer Design Project, Economics	
CULTURAL HISTORY/ GEOGRAPHY	Renaissance, Reformation, Enlightenment, Latin and South America	Symptomatology, Emerging Nations, Cultural Anthropology: History of Art, Ideas and Religion	
LANGUAGE ARTS	Human Encounter and The Quest, Expository Writing, Spanish	Modern World Literature: The Human Experience, Spanish	
MOVEMENT/PHYSICAL EDUCATION	Eurythmy, Bothmer Gymnastics, Dance, Outdoor Education	Eurythmy, Bothmer Gymnastics, Dance	
MUSIC	Choir, Instrumental Ensembles	Choir, Instrumental Ensembles	
DRAWING/PAINTING	Life Drawing, Drafting	Design Studio, Media Exploration	
SCULPTURE	Animal Gestures	Industrial Design	
DRAMA	Play Production	Play Production	
COMMUNITY SERVICE	Service Placements/Seminar	Service Placements/Seminar	
WORLD OF WORK	Machine Technology to Electronic Technology	Future of Work, Work Placements	
PRACTICAL ARTS	<ul style="list-style-type: none"> • Woodworking • Metalworking • Gardening • Home Arts 	<ul style="list-style-type: none"> • Cabinetry • Machining • Garden Design, Rotation of Crops, Companion Planting • Phases of Child Development, Work and Play, Textiles • Design and Build • Design and Build • Market Gardening, Landscape Design • Effects of Technology on Children and Human Beings, Textiles Storytelling, Textiles 	

Math: Calculus, Budgeting and Projections, Computer Design Project, Economics

Cultural History/Geography: Symptomatology, Emerging Nations, Cultural Anthropology: History of Art, Ideas and Religion

Language Arts: Modern World Literature: The Human Experience, Spanish

Movement/Physical Education: Eurythmy, Bothmer Gymnastics, Dance

Drawing and Painting: Design Studio, Media Exploration

Sculpture: Industrial Design

Music: Choir, Instrumental Ensemble

Drama: Play Production

Community Service: Service Placements/Seminar

World of Work: Future of Work, Work Placements

Practical Arts:

Woodworking: Design and Build

Metalworking: Design and Build

Gardening: Market Gardening, Landscape Design

Home Arts: Effects of Technology on Children and Human Beings, Textiles

CURRICULUM AREA: KINDERGARTEN

Creating a kindergarten on-site that utilizes the developmental and methodological approaches used in Waldorf education offers the opportunity to present a high quality kindergarten experience for children entering school. In addition, the presence of the kindergarten offers the opportunity for high schoolers to learn the home arts and to prepare for future human service professions. The participation of the high school students in the kindergarten has been previously described. This section more fully describes the kindergarten program that will be presented.

Everything in a child's environment is a teacher and makes a deep impression on the young human being. If we give children the opportunity to build their approach to life through play-based, sense-nurtured experiences, the cumulative effect of these experiences can transform into imagination (the foundation for all creativity) and ultimately into that of thinking and intellectual judgment. Our goal in the kindergarten is, then, to help the children develop the capacities that they need to be strong and successful first graders. That is, the child in our kindergarten shall have well-developed and integrated gross and fine motor skills; each child shall feel well-grounded in a world which they experience fully and accurately through their senses; each

child should have well-developed social skills that allow for healthy interaction in a group, but also the ability to become quiet and inward; children should have a well-developed sense of personal and social hygiene; and children shall have developed a strong imaginative capacity through their play in the kindergarten.

In these early years, the child actually "thinks" through doing and learns through imitation. The kindergarten classroom contains materials and objects which nurture and educate the senses, allowing for many tactile experiences as well as fine and gross motor opportunities. The teachers create a social environment in which there is an ordered rhythmical day balancing free play and teacher-initiated activities for the young child to imitate. Work with the child in his first seven years is based on the premise that young children learn best by watching and imitating, not by systematic instruction. The initial approach to various activities arises from the child wanting to do or join in doing something they have seen done in their presence. Because the children think through doing, they learn through imitation. Thus, the learning experience is through discovery rather than solely through abstract academics and instruction.

As the child moves through the kindergarten curriculum, he or she will develop large motor and small motor skills by imitating and doing the activities in play and work: hopping, running, skipping, jump-roping, swinging, raking and digging are all practices, as well as sewing, finger knitting, yarn rolling, wool carding and spinning. Because a young child lives in their movement, the experience of movement is regarded as essential to healthy development. Experiencing and participating in real work is also considered essential. Gardening, washing, cleaning, baking, sweeping, sawing logs and building are all an integral part of our curriculum. Not only is it important that the children experience work, but it is important they experience the process of work in life. For instance, when we bake bread, we grind grains, make flour, knead dough, and bake the bread and of course eat the freshly baked bread.

In addition to practical experiences, artistic capacities are developed and nurtured through experiences with watercolor painting, singing, singing games, eurythmy movement, modeling, crayoning, drama and puppetry. The children's social development is also recognized by the teachers as they create a social environment in which there is ample peer exchange, and play with peers including self- and group-initiated games.

The kindergarten lays the foundations for the cognitive learning and skills which will be presented to a greater degree in the elementary grades. Math is introduced to the children through counting games, rhymes and finger plays, and measurement through baking. Natural science and physics comes alive through the child's environment. Children experience nature through their senses and their interaction with their toys from nature: rocks, wood, sand, water, mud and earth. The seasons are explored in verse and song, through our nature table and our festival celebrations. The children form a connection with and a reverence for all that is given to us in the natural world.

Language arts, phonics and listening skills are all essential and very strong parts of the early childhood curriculum. To develop clear, precise, expressive and descriptive language, children need to hear our human voice in order to imitate and reproduce accurate speech. Children's speech can actually be damaged when only artificial, mechanical voices are experienced (television, videos and tapes) and there is no opportunity to converse and respond. Furthermore, it is important for children to listen to stories in the oral tradition, because it is through the activity of listening to the stories that the children develop strong image-making capacities which are the foundation for comprehension. Songs, verses, nursery rhymes and finger plays are all part of the children's daily language experience.

The kindergarten day is structured to develop rhythm and repetition in all that the children will do. These important structures work into the child's will/habit life and help bring order and thinking to the child. An orderly habit life is the foundation for stamina and self-discipline in adulthood. The activities in our early childhood curriculum are designed to develop the child's will and individuality.

Teachers will use observation and comparison of chronological age to developmental age to assess development of attention span, degree of maturity of physical, emotional, social and verbal skills, and overall stamina to sustain a task. A first grade readiness assessment will be used to determine each child's capacity to enter and be successful in first grade. It is our intention to have the services of a remedial teacher to assess children on an individual basis, and when the need arises, to help identify and make suggestions for working with individual learning styles. Treatment and further diagnosis to an outside source may be desirable for services beyond the scope of the school.

The faculty in the kindergarten will work and study together closely, exploring what will best meet the individual learning styles of our children. A regular weekly meeting will be held during which we will conduct child study, out of which teachers can review the progress of students. Further, we would intend to find Master teachers to visit the classroom to make observations and support the teaching staff on a regular basis each year.

Section D: PUPIL ASSESSMENT

A number of criteria will go into an evaluation and assessment of student achievement at the high school level:

- 1. Standardized Testing:** Michigan Education Assessment Program (MEAP); or one or more of the nationally formed tests, as yet to be determined, such as the California Achievement Test, the Stanford Achievement Test or the Iowa Test of Basic Skills. In addition to these we shall use the appropriate assessment instruments for a state-endorsed high school diploma i.e. the High School Proficiency Test.
- 2. Performances and exhibitions modeled after the Coalition of Essential Schools and reviewed by a committee of teachers and community leaders.**
- 3. Student main lesson books, portfolios and projects will be measureable performance tools.**
- 4. In depth written evaluations and portraits of student growth and accomplishment by the main lesson and special subject teachers and counselors.**
- 5. Class study and student study which is done before the full faculty. The purpose of a student study is to build as complete a picture of the individual as possible among those teachers who know him or her in an effort to discover which pedagogical approaches will be of most help.**
- 6. The academy will use as guidelines the Benchmarks For The Michigan Model Content Standards Curriculum, September 1995 edition.**

Section E: ADMISSIONS POLICY AND CRITERIA

Section 1: Legal Requirements

The Admissions Policy for Detroit Community High School will in all details conform to State of Michigan requirements for public school academies:

1. The school shall not discriminate on the basis of intellectual or athletic abilities;
2. The school shall not discriminate on the basis of "measure of achievement or aptitude";
3. The school shall not discriminate on the status as a handicapped person or any other basis that would be illegal for an existing school district;
4. The school shall provide for the education of its pupils without discrimination as to religion, creed, race, sex, color or national origin.
5. The school shall not charge tuition (but may charge fees in the same manner as existing public schools).
6. The school shall not enroll any student who is not a resident of the state, except a foreign exchange student.
7. The Academy shall comply with all state and federal laws applicable to public schools concerning church/state issues.

Section 2: Application, Admissions and Enrollment Process

The application process is designed to make the educational program of the school widely known and well understood so that parents and their children can make an informed choice when applying to Detroit Community High School and its kindergarten. Because the program of the school is unique by its nature, the only way that parents and students can be adequately informed about the program of the school is by attending an orientation session. Several orientation sessions will be scheduled at various convenient times so that parents and students may attend. Attendance at an orientation session is a requirement for applying to the public school academy.

The school will provide notice of open enrollment each year by mailing written notice of the required orientation sessions, open enrollment period and an application to all families who inquire about enrollment; by posting written notice of the orientation sessions and open enrollment period at the corporation's principal office; by posting notice of the orientation sessions and open enrollment period at all public buildings within a two mile radius of the school; by airing a public service announcement on local cable television, announcing the orientation and open enrollment period; and by printing a written notice of the enrollment period in The Detroit Free Press and Detroit News.

In order to complete an application for admission to the school, students must:

1. Attend an orientation session with a parent, guardian or mentor in order to understand the course of study that will be provided and the requirements for graduation that will be expected from Detroit Community

High School so that parents and students can ascertain if this school fulfills their educational goals and expectations.

2. Provide evidence of successful completion of eighth grade course requirements.

3. Complete an application form and return it to the school by the deadline for the open enrollment period.

In the event that applications exceed available places, students who have made qualified applications will be entered in a random selection process. The random selection lottery will be open to the public, and the school shall notify all applicants of the time and place of the lottery. Names will be drawn until all available places are filled, whereupon the remaining names will be drawn to establish a waiting list. Students enrolled in the previous year and siblings of these students will be given preference in enrollment for the next school year. Once students are enrolled, they will remain eligible to be enrolled for successive years without the necessity for reapplying.

Upon being notified that the student's application to the school has been accepted, the student must complete the following steps in order to be officially enrolled in the school:

1. Send copies of transcripts from their previous school, including grades and attendance records;

2. Submit the required health forms and information for the State of Michigan;

3. Submit a signed parent contract that outlines the parental support that the student will receive while at Detroit Community High School.

Section F: SCHOOL CALENDAR AND DAYS OF INSTRUCTION

School begins: Tuesday, September 2, 1997
School ends: Friday, June 19, 1998

Holidays and Vacations

Monday, September 1, 1997	Labor Day
Thursday-Friday, November 27-28, 1997	Thanksgiving
Monday, December 22, 1997-	
Sunday, January 4, 1998 (reopens: Monday, 1/5/98)	Winter Break
Monday, January 19, 1998	Dr. Martin Luther King, Jr.
Thursday-Friday, February 26-27, 1998	Mid-Winter recess
Friday, April 10, 1998-	
Sunday, April 19, 1998 (reopens: Monday, April 20, 1998)	Spring Break
Monday, May 25, 1998	Memorial Day

Number of Instructional Days: 187

Hours of Instruction Per Day 8 hours/ 10 minutes

Number of Instructional Hours Per School Year: 1527.10 hours

Section G: AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED

The Detroit Community High School will serve high school students in grades 9 through 12, and its kindergarten will serve children who are legally of age to enter kindergarten.

Section H: METHOD OF FINANCING AND FIRST YEAR PROPOSED BUDGET

This appendix provides back-up for the budget proposed for the 1997-98 school year.

Revenue

State of Michigan Foundation Grant Payments are allocated on a per-student basis, with the current allotment at \$5808 per student. The five year budget projection assumes no annual increase.

Section 31a State Funding (At Risk Students) is calculated using the percentage of students eligible for the federal Chapter 1 program which is estimated to be 65% of the students. The amount of funding per child is calculated at 11.5% of the state foundation grant or \$667.

Federal Chapter 1 Funds are calculated using the estimated number of students expected to be at or below poverty level in the school. The 1995-96 allocation for Detroit Public Schools is \$1009 per student. This percentage is difficult to calculate since the school will attract a city-wide enrollment.

Federal Free and Reduced Lunch Program is calculated using the number of students who will be eligible for Chapter 1 Funds.

Start-Up Loan is necessary to bridge the cash flow needed to begin the school until such time as the State makes a payment to the school after the "fourth Friday" count. Currently it is anticipated that the school will receive a bridge loan from the Rudolf Steiner Foundation. The loan will be completely repaid by June of 1998. It may also be necessary to borrow working capital in subsequent years, but it is not possible to estimate those requirements at this time.

Expenses

Personnel

Faculty: The school will hire 7 full-time teachers in the first year of operation at an average salary level of \$30,000. Part-time faculty will be hired at the rate of \$25/hour.

Office Manager: An office manager will be hired to maintain day to day office work. The salary is estimated to be \$27,000 per year.

Receptionist/Typist: A typist will be hired to answer phones and do routine typing. The salary for this position is estimated to be \$17,000.

Benefits: Benefits for salaried personnel are estimated to be 25% of salaried personnel expenses.

Operations

Educational Materials and Supplies are estimated at \$25,000 due to the fact that this is a start-up situation and the school will purchase high quality supplies for the students to use.

Library expenses are very minimal during the first year and will provide only basic start-up reference materials. We hope to supplement this amount with grants that the school will hope to fund through independent sources.

Instructional Materials and Supplies are estimated for a start-up situation which requires few textbooks since the students create their own main lesson books.

Computers and peripherals will be supplied in a computer lab on a lease-purchase basis from the manufacturer.

Substitution is calculated on the basis of 5 substitutes a month for 9 months, based on \$15 for an 8-hour day.

Professional development will include both in-house seminars with visiting Master Teachers and summer conferences. Allocation of the funds will be possible once staff is selected and their development needs are known.

School/Work placements will be developed by school personnel who will be responsible to find the placements and then provide a liaison between the student and the work-site.

Field Trips and Extracurricular expenses include transportation, fees and incidentals. Examples of such a trip may be the transportation of students for a farm experience, for experience working on reconstruction of homes, etc.

Office Supplies and Equipment are higher the first year to account for start-up costs.

Marketing and Publicity is primarily involved in advertising the new school in order to recruit students and faculty.

Insurance will be required to cover the contents of the building as well as liability insurance. Estimates are based on the experience of similar size schools.

Legal and Accounting expenses include the necessary yearly audit of the school's finances.

Telephone includes new equipment as well as use charges.

Building lease assumes the coverage of utilities and maintenance.

Furniture and Equipment will be purchased on a lease/purchase agreement where possible.

Federal Free and Reduced Lunch Program is offset by the income line in Revenue Section.

Miscellaneous and Reserve accounts are set up to cover unforeseen expenses and to provide some measure of back-up financial security.

Oversight fee is that 3% charged by SVSU for overseeing the progress of the school.

Start-up Loan Payback is calculated using a 7.5% annual percentage rate and assuming payback of the loan takes place by June of 1998.

Estimated Annual Charter School Budget 1997-98 School Year

REVENUE

State of Michigan Foundation Grants	
92 students @ \$5,808	\$534,336
Section 31a students (65% @ \$667/student)	40,664
Chapter I students (65 % @ \$1,009/student)	60,338
Federal Free/Reduced Lunch Program (\$120 x 185 days)	22,200
Start-up Loan	<u>80,150</u>
Total Revenue	\$737,688

EXPENSES

Personnel

Salaried Faculty (7 full-time @ \$30,000)	\$210,000.00
Part-time Faculty (6 @ 12 hours/\$25 per hour)	63,000.00
Office manager	27,000.00
Receptionist/Typist	17,000.00
Sub-total	\$317,000.00
Benefits @ 25% of salary	63,500.00
 Total Personnel	 \$380,500.00

Operating Expenses

Educational Materials and Supplies	\$25,000.00
Library	15,000.00
Instructional Materials and Supplies	15,000.00
Computers/Peripherals	15,000.00
Substitution (5 substitutes x 9 months x \$120/day)	5,400.00
Professional Development	15,000.00
School/Work Placements	7,500.00
Field Trips/Extracurricular	7,000.00
Office supplies/Equipment	10,000.00
Marketing and Publicity	7,500.00
Insurance	4,000.00
Legal/Accounting	6,000.00
Telephone (Equipment/monthly charges)	6,000.00
Building Lease	45,000.00
Furniture/Equipment	25,000.00
Federal Free/Reduced Lunch Program	22,200.00
Miscellaneous	3,000.00
Reserve	10,000.00
Oversight Fee (3%)	16,030.00
Start-up Loan Payback	82,500.00

Sub-Total Expenses \$357.130

Total Expenses **\$737,630**

Surplus/Deficit **\$58**

Detroit Community High School: Five year Estimated Charter School Budget

	Fiscal Year 1997/98 92 students	Fiscal Year 1998/99 140 students	Fiscal Year 1999/2000 188 Students	Fiscal Year 2000/01 212 Students	Fiscal Year 2001/02 212 students
REVENUE					
State of Michigan Foundation Grants @ \$5808	\$534,336	\$813,120	\$1,091,904	\$1,230,660	\$1,230,660
Section 31a (65% students @ \$667)	40,664	60,697	83,096	98,704	93,704
Chapter 1 funds (65% students @ \$1009)	60,338	91,819	123,300	139,040	139,040
Federal Free and Reduced Lunch Program	22,940	33,670	45,140	51,060	51,060
Start-up Loan	80,150	0	0	0	0
SUB-TOTAL/REVENUE	\$737,688	\$999,306	\$1,343,440	\$1,514,464	\$1,514,464
EXPENSES					
<i>Personnel</i>					
Faculty Salaries	\$210,000	\$396,000	\$490,000	\$608,000	\$608,000
Part-time Salaries	63,000	105,000	105,000	105,000	105,000
Administrator			35,000	35,000	35,000
Office Manager	27,000	28,000	29,000	30,000	30,000
Typist	17,000	18,000	19,000	20,000	20,000
Benefits @ 25% of salary	63,500	110,500	143,250	173,250	173,250
Sub-Total: Personnel Expenses	\$380,500	\$657,500	\$821,250	\$971,250	\$971,250
<i>Operations</i>					
Educational Materials and Supplies	\$25,000	\$25,000	\$35,000	\$35,000	\$35,000
Library	15,000	15,000	15,000	15,000	15,000
Instructional Materials and Supplies	15,000	15,000	20,000	20,000	20,000
Computers/Peripherals/Instructional Tech	15,000	15,000	20,000	20,000	20,000
Substitution (@ \$15/hour)	5,400	10,800	13,500	15,000	15,000
Professional Development	15,000	15,000	20,000	25,000	25,000
School/Work Placements	7,500	15,000	82,000	82,000	82,000
Field Trips/Transportation	7,000	13,000	16,000	20,000	20,000
Office Supplies and Equipment	10,000	10,000	7,500	7,500	7,500
Marketing/Publicity/Printing	7,500	7,500	7,500	9,000	9,000
Insurance	4,000	5,000	6,000	9,000	9,000
Legal and Accounting	6,000	8,000	9,000	10,000	10,000
Telephone	6,000	4,800	6,000	7,200	7,200
Contracted Remodeling	15,000	28,000	75,000	60,000	60,000
Building Lease	45,000	54,000	72,000	80,000	80,000
Furniture and Equipment	25,000	25,000	25,000	25,000	25,000
Federal Free/Reduced Lunch Program	22,940	33,670	45,140	51,060	51,060
Miscellaneous	3,000	3,000	4,500	5,000	5,000
Reserve	10,000	10,000	10,000	10,000	10,000
Oversight Fee (SVSU) @ 3%	16,030	28,794	32,757	36,939	36,939
Start-up Loan Payback	82,500	0	0	0	0
Sub-Total: Operations	\$357,870	\$341,564	\$521,897	\$542,699	\$542,699
TOTAL EXPENSES	\$737,630	\$999,064	\$1,343,147	\$1,513,949	\$1,513,949
SURPLUS/(DEFICIT)	\$58	\$242	\$293	\$515	\$515

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Section I: DESCRIPTION OF STAFF RESPONSIBILITIES

The staff positions come under the following roles/titles, and the number of staff per category will be determined by program needs (subject areas) and the number of students enrolled:

- *Office Manager
- *Receptionist/Typist
- *Chairperson, College of Teachers
- *Professional Executive Officer (PEO)
- *Teacher (subject area)

Office Manager

The primary responsibility of the business manager will be the organization of financial and governmental requirements, and the maintenance of a professional office system. Specific duties include, but are not limited to:

- *develop and coordinate the budget;
- *co-sign checks;
- *co-authorize payment of invoices and contracts;
- *coordinate purchasing needs;
- *take responsibility for internal flow of communication;
- *coordinate school calendar and use of building;
- *bookkeeping and reporting (payroll, health plan, pension);
- *develop a system to handle academy records(student and personnel);
- *remain abreast of state and national issues/mandates that affect the school's compliance with legislative acts.

Qualifications:

- *degree in business administration and/or equivalent work experience;
- *strong organizational skills;
- *experience with computer and knowledge of word processing and accounting software;
- *teamwork and communication skills;
- *typing speed in the area of 70 wpm;
- *ability to articulate the mission of the school.

Receptionist/Typist

The primary responsibility of the receptionist/typist will be to serve as the official liaison between the public and the staff. He or she will direct inquiries to the appropriate staff person and work closely with the business manager in the the execution of office duties. Some responsibilities include, but are not limited to:

- *communicate professionally and courteously with students, faculty, parents, Board of Trustees and the general public when contacting the academy;
- *phone reception and information desk;
- *schedule interviews for teachers;
- *type general letters, faculty word processing or general correspondence;
- *maintain accurate health information and emergency information cards;

- *oversee maintenance of office equipment;
- *update class records and student files;
- *records requests;
- *general mailings;
- *oversee organization of front office and waiting room;
- *maintain first aid supplies;
- *maintain computer files;
- *school phone directory (database) update.

Qualifications:

- *excellent interpersonal communication skills;
- *high school diploma;
- *professional experience as receptionist/secretary;
- *experience with computer and knowledge of word processing software (50-70 wpm).

Chairperson, College of Teachers

The College Chairperson is chosen by the College of Teachers (see governance structure) to fulfill a major role of leadership within the school community. This position may be viewed as a combination of administrative and lead teacher duties, and the College Chair works in close conjunction with all major decision making bodies in the school. Primary functions include, but are not limited to the following areas:

- *articulation of the vision, mission and strategies that help to achieve the defined educational goals of the school;
- *implementation of the curriculum in accordance with the philosophical and pedagogical objectives;
- *assisting in the development and refinement of the curriculum;
- *providing mentoring to other teachers;
- *coordinating the in-house training and orientation;
- *establishing and maintaining a strong working relationship with the parents and the community;
- *demonstrating team leadership abilities.

Qualifications:

- *demonstrated effectiveness as an educational leader;
- *certified (or certifiable) in Michigan;
- *B.A. degree with subject area emphasis;
- *Waldorf teacher training or equivalent knowledge of childhood development;
- *demonstrated leadership and mentoring capacities;
- *public speaking skills.

Professional Executive Officer (PEO)

The Professional Executive Officer sits on the Board of the school as an ex-officio member. He or she is chosen by the College of Teachers. The PEO is primarily responsible for representing the school and school affairs to the University Board of Control. The following duties may include, but are not limited to:

- *responsibility for the oversight of office and business affairs of the school;
- *signs personnel contracts;
- *signs purchasing orders;

- *signs contracts for professional services;
- *signs for legal and financial documents;
- *handles receivables;
- *co-ordinates grantwriting.

Qualifications:

- *excellent communication skills;
- *thorough knowledge of all school functions and activities.
- *BA degree and certification;
- *administrative and/or teaching experience;
- *demonstrated effectiveness as an educational leader.

Teacher

The primary responsibility of every teacher in the school is to provide high quality instruction to the students and to work collaboratively with the faculty and staff. As a site-based managed and faculty run school, it is also necessary for the teacher to assume administrative responsibility through committee work. Preference will be given in hiring to those teachers who are not only certified (or certifiable) in Michigan, but also to those who have specific hands-on skills and professional work experience outside of the teaching profession. Specific duties include, but are not limited to:

- *providing innovative and inspiring leadership in the classroom;
- *providing subject area leadership on the faculty team and working on the refinement and integration of the curriculum at all levels;
- *developing both standard and alternative forms of student evaluation and assessment;
- *demonstrating a willingness to learn the developmental phases of childhood and other teaching methodologies as espoused by a variety of educational groups;
- *providing parents with written reports after each subject area block;
- *assuming a mentorship/counseling role for a particular group of students; and providing a written character portrait at the culmination of each school year;
- *engaging in on-going professional development opportunities;
- *becoming fully conversant with the over-all educational goals and mission of the school.

Qualifications:

- *BA degree with subject area emphasis;
- *certified (or certifiable) in Michigan;
- *possess dynamic professional and personal qualities;
- *demonstrated commitment to young peoples' success
- *knowledge of childhood developmental phases and a willingness to learn a variety of methodologies such as Waldorf, the Coalition of Essential Schools and the vocationals movement.

Section J: LOCAL AND INTERMEDIATE SCHOOL DISTRICTS

The local school district is: Detroit Public Schools *AS OF*

Superintendent is: David Snead
5057 Woodward
Detroit, MI 48202

The intermediate district is: Wayne County RESA

Superintendent is: Michael Flanagan
33500 Van Born Road
Wayne, MI 48184

Section K: PHYSICAL PLANT DESCRIPTION

Detroit Community High School will share an existing school building owned by St. Suzanne's Church located at 19321 W. Chicago in the City of Detroit. The school will occupy the second floor of the school building, plus a portion of the basement. Detroit Community High School will have a separate, distinct entrance from the parochial elementary school now located in the building.

Section L: COMPLIANCE WITH SCHOOL CODE

Agreement Stating Compliance with all of Part 6A and Part 6B of the School Code:

Pursuant to MCL 380.502 (3) (h) and MCL 380.512 (3) (h), we hereby certify and agree that Detroit Community High School, a public school academy authorized pursuant to Part 6A and Part 6B of the Michigan School Code, will comply with the provisions of Part 6A and 6B and, subject to the provisions of Part 6A and 6B, with all other state laws applicable to public bodies and with federal law applicable to public bodies or school districts.

Applicant S. Bartlett Eddy

Applicant _____

Applicant _____

Date 12/17/96

Section M: STUDENT ENROLLMENT

The projected student enrollment for Detroit Community High School over a 5 year period is as follows:

1997-98 School Year	Kindergarten	20
	Grade 9	48
	Grade 10	<u>24</u>
	Total	92 students
1998-99 School Year	Kindergarten	20
	Grade 9	48
	Grade 10	48
	Grade 11	<u>24</u>
	Total	140 students
1999-2000 School Year	Kindergarten	20
	Grade 9	48
	Grade 10	48
	Grade 11	48
	Grade 12	<u>24</u>
	Total	188 students
2000-2001 School Year	Kindergarten	20
	Grade 9	48
	Grade 10	48
	Grade 11	48
	Grade 12	<u>48</u>
	Total	212 students
2001-2002 School Year	Kindergarten	20
	Grade 9	48
	Grade 10	48
	Grade 11	48
	Grade 12	<u>48</u>
	Total	212 students

Section N: TRANSPORTATION

Because of the population density of the neighborhood in which the school is located and because the majority of students are of high school age and therefore able to use public transportation to reach the school, transportation will not be supplied by the school.

Section O: NON-RELIGIOUS AFFILIATION PLEDGE

Detroit Community High School is not now, nor will it be, organized by a church or a religious organization, nor have any organizational affiliations with a church or religious organization, nor constitute a church or religious organization.

Section P: COMMUNICATION WITH UNIVERSITY and PUBLIC RELATIONS

The Professional Executive Officer will develop and maintain appropriate channels of regular communication with designated SVSU personnel and the Board of Control. We anticipate site visits, scheduled meetings, phone interaction and timely reports to be key elements of the mutually approved system.

Detroit Community High School will be responsible to represent its program to the public and to the media, as the need arises. The University and the school agree to confer with one another on all matters of public relations in order to assure that communication to the public is consistent and accurate.

Section Q: COMMENCEMENT DATE

The proposed opening date of Detroit Community High School is Tuesday, September 2, 1997.



ARTHUR E. ELLIS
Superintendent
of Public Instruction

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

STATE BOARD OF EDUCATION

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GOVERNOR JOHN ENGLER
Ex Officio

March 17, 1997

Dr. Wayne Vasher
Director, Charter Schools Office
Saginaw Valley State University
7400 Bay Road
University Center, Michigan 48710

Dear Dr. Vasher:

The Detroit Community High School school building located at 19321 West Chicago, Detroit, is approved as a Public School Academy facility. This approval is based on the continuous school use policy of the Michigan Department of Education.

Thank you very much for assisting the Detroit Community High School in the authorization process. Please feel free to contact Gary Cass at (517) 373-4631 if you have any questions or concerns.

Sincerely,

Arthur E. Ellis

Enclosure

C: Ms. Candyce Sweda, Detroit Community High School

St SUZANNE

9357 Westwood
Detroit, MI 48228-1797

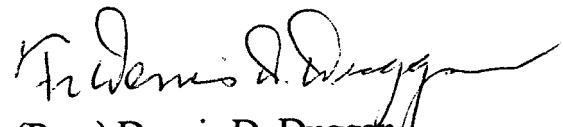
January 3, 1997

Ms. Candyce Sweda
Mr. Bart Eddy
Detroit Community High School
23481 Sherman
Oak Park, Michigan 48237

Dear Candyce and Bart:

This is to confirm that the St. Suzanne Parish Pastoral Council has held a series of discussions regarding the proposed site of Detroit Community High School. It is our intent, pending the finalization of details and agreement from Cardinal Adam Maida (Archbishop of Detroit), to enter into a lease agreement with *Detroit Community High School* to be operational in time for its September 1997 opening.

Sincerely yours,


(Rev.) Dennis D. Duggan
pastor

===== DETROIT COMMUNITY HIGH SCHOOL =====

In order to find, claim and create their work in the next century, young people must be educated for self-directed initiative; they must demonstrate compassion and empathy for others; and they must become highly flexible in their thinking. The educational mission of Detroit Community High School is to lead students to develop these crucial skills and capacities so that they will be able to find their place and purpose in life.

THE CURRICULUM

The educational archetypes upon which the curriculum is founded are derived from the work of the Austrian philosopher/scientist, Rudolf Steiner. Curriculum methodologies have been drawn from the Waldorf School movement, the Coalition of Essential Schools and the voc-ademics movement. The fundamental goal of the curriculum will be to thoroughly integrate the academic (thinking), artistic/social (feeling) and practical, hands-on work (willing) components of the students' work. Throughout the curriculum, the academic subjects and artistic work will be blended with actual work experience and community service to achieve this goal. From the hand-crafts to the professions and from technology to entrepreneurship, learning is centered within a framework of "education through the occupations".

Academic Studies

Academic studies (the sciences, mathematics, language arts and history/geography) are designed to awaken the thinking faculties of the students and to help them develop critical thinking skills. Both logical/analytical and creative/imaginative thinking capacities will develop, as well as the capacity to synthesize material into an integrated whole.

Practical Experience

Practical work will be experienced through school-run businesses and work placements in such a way that students will experience the historical development of work from hand labor, craftsmanship, professionalism to technological and entrepreneurial activity. Practical work thus becomes the means of discovering the world and one's place in it. As the institutions, shops, manufacturing plants, and offices of the city become the classrooms of the school, our students will be guided in discovering their purpose in life.

The Fine and Social Arts

The arts are a mediator between the academic work and the practical work that the students will take up in school. Exposure to a wide spectrum of artistic work will help the students to unfold their reflective, inspirational and creative capacities. Then, as a further step beyond the introspective nature of the fine arts, a community service program will engage the students in the social arts as they experience the social needs and challenges of our times.

SCHOOL OPENING: FALL, 1997

Detroit Community High School is a Michigan public school academy authorized by Saginaw Valley State University opening in the Fall of 1997 with a ninth and tenth grade. Associated with the high school is a kindergarten which will offer a full day program for children.

PRELIMINARY CURRICULUM

	NINTH GRADE—POLARITIES	TENTH GRADE—PROCESS
LIFE SCIENCES	Embryology, Human Anatomy	Botany, Cell Biology
CHEMISTRY	Organic Chemistry	Acids, Bases, Salts
PHYSICS	Mechanics	Electricity and Magnetism
EARTH SCIENCE	Geology/Land Masses, Mineralogy	Meteorology, Water Systems
MATHEMATICS	Pre-Algebra or Algebra I, Business Math, Intro. to Computers and Operations	Algebra I or Geometry, Personal Accounting, Computer Construction, Machine Languages
CULTURAL HISTORY/ GEOGRAPHY	U.S. History; Indigenous America, Cultural Identities in America	Ancient History, Growth of Law, Africa and Asia
LANGUAGE ARTS	Dramatic Expressions in Literature, Poetics, Spanish	Origins of Language, Creative Writing, Spanish
MOVEMENT/PHYSICAL EDUCATION	Eurythmy, Bothmer Gymnastics, Dance	Eurythmy, Bothmer Gymnastics, Dance, Outdoor Education
MUSIC	Choir, Instrumental Ensembles	Choir, Instrumental Ensembles
DRAWING/PAINTING	Black and White Drawing, Perspective Drawing	Introduction to Water Color (Wet and Dry)
SCULPTURE	Human Form	Metamorphic Forms
DRAMA	Building a Character	Stagecraft
COMMUNITY SERVICE	Basics of Group Interaction, Conflict Resolution, Speech/Personal Expression	Issues in Urban Life
WORLD OF WORK	Labor and Tool Technology	Handcraft and Mechanical Technology
PRACTICAL ARTS		
Woodworking	• Use of Hand Tools, Carving, Repairs	• Furniture Making
Metalworking	• Blacksmithing, Metal Shaping	• Welding
Gardening	• Tools, Composting, Bed Preparation	• Plant Culture, Propagation, Transplanting
Home Arts	• Parenting Skills, Nutrition, Textiles	• Family Life and the Life of the Young Child, Developmental Games, Storytelling, Textiles

PRELIMINARY CURRICULUM

		ELEVENTH GRADE—IDENTITY	TWELFTH GRADE— WORLD CONSCIOUSNESS
LIFE SCIENCES	Zoology, Evolution		Human Development and Psychology, Ecology
CHEMISTRY	The Periodic Table		Chemical Technology
PHYSICS	Optics		Acoustics, Energy
EARTH SCIENCE	Astronomy, Introduction to Environmental Science		Environmental Science
MATHEMATICS	Algebra II, Projective Geometry, Business Accounting, Computer Programming and Applications		Calculus, Budgeting and Projections, Computer Design Project, Economics
CULTURAL HISTORY/ GEOGRAPHY	Renaissance, Reformation, Enlightenment, Latin and South America		Symptomatology, Emerging Nations, Cultural Anthropology: History of Art, Ideas and Religion
LANGUAGE ARTS	Human Encounter and The Quest, Expository Writing, Spanish		Modern World Literature: The Human Experience, Spanish
MOVEMENT/PHYSICAL EDUCATION	Eurythmy, Bothmer Gymnastics, Dance, Outdoor Education		Eurythmy, Bothmer Gymnastics, Dance
MUSIC	Choir, Instrumental Ensembles		Choir, Instrumental Ensembles
DRAWING/PAINTING	Life Drawing, Drafting		Design Studio, Media Exploration
SCULPTURE	Animal Gestures		Industrial Design
DRAMA	Play Production		Play Production
COMMUNITY SERVICE	Service Placements/Seminar		Service Placements/Seminar
WORLD OF WORK	Machine Technology to Electronic Technology		Future of Work, Work Placements
PRACTICAL ARTS			
Woodworking	• Cabinetry	• Design and Build	
Metalworking	• Machining	• Design and Build	
Gardening	• Garden Design, Rotation of Crops, Companion Planting	• Market Gardening, Landscape Design	
Home Arts	• Phases of Child Development, Work and Play, Textiles	• Effects of Technology on Children and Human Beings, Storytelling, Textiles	

SAMPLE DAILY SCHEDULE

8:00 8:45 8:50 9:35	9A AND 9B MORNING LESSON		9C MATH/ENGLISH SKILLS	9D STUDY AND COMPUTER SKILLS, LIBRARY	8:00 8:45 8:50 9:35		10A AND 10B MORNING LESSON		10C MATH/ENGLISH SKILLS	10D STUDY AND COMPUTER SKILLS, LIBRARY	
	9A MATH/ENGLISH SKILLS		9B STUDY AND COMPUTER SKILLS, LIBRARY		9C AND 9D MORNING LESSON		9:40 10:25 10:30 11:15	10A MATH/ENGLISH SKILLS	10B STUDY AND COMPUTER SKILLS, LIBRARY	10C AND 10D MORNING LESSON	
	9B MATH/ENGLISH SKILLS		9A STUDY AND COMPUTER SKILLS, LIBRARY		9C AND 9D MORNING LESSON		10:25 10:30 11:15	10B MATH/ENGLISH SKILLS	10A STUDY AND COMPUTER SKILLS, LIBRARY	10C AND 10D MORNING LESSON	
	11:15		11:40		LUNCH		11:15 11:40	LUNCH		LUNCH	
11:45 12:45		9A AND 9B SPANISH/CHORUS/ PHYSICAL EDUCATION		9C M & W FINE ARTS	9D M & W SOCIAL ARTS	11:45 12:45	10A WORK STUDIO	10B WORK STUDIO	10C WORK STUDIO	10D WORK STUDIO	
12:50 1:50		9A M & W FINE ARTS	9B M & W SOCIAL ARTS	9C AND 9D SPANISH/CHORUS/ PHYSICAL EDUCATION		12:50 1:50	WORK STUDIOS: Woodworking, Metal Working, Home Arts, Speech and Drama		WORK STUDIOS: Woodworking, Metal Working, Home Arts, Speech and Drama		
1:55 2:55 3:00		9A WORK STUDIO	9B WORK STUDIO	9C WORK STUDIO	9D WORK STUDIO	1:55 2:55 3:00 4:00	10A AND 10B SPANISH/CHORUS/ PHYSICAL EDUCATION		10C M & W FINE ARTS	10D M & W SOCIAL ARTS	
1:55 2:55 3:00		WORK STUDIOS: Woodworking, Metal Working, Home Arts, Speech and Drama		10A M & W FINE ARTS	10B M & W SOCIAL ARTS	10C AND 10D SPANISH/CHORUS/ PHYSICAL EDUCATION	T & TH SOCIAL ARTS	T & TH FINE ARTS	T & TH FINE ARTS		

Coming in the Fall of 1997...

DETROIT COMMUNITY HIGH SCHOOL
(A PUBLIC SCHOOL ACADEMY)

- A four year high school curriculum that will open with Grades 9 and 10 in the Fall of 1997.
- Full academic curriculum, plus both fine and performing arts and practical work experience.
- Tuition-free!
- Contact (810) 548-9079 for enrollment information. Class size is limited; there will be a lottery for admission if the number of applicants exceeds the number of spaces.

Detroit Community High School is a public school academy authorized by Saginaw Valley State University and is open for admission to any student who is a resident of the State of Michigan. Detroit Community High School does not discriminate on the basis of religion, race, creed, sex, color, national origin, handicap, or intellectual or athletic aptitude.

*Detroit Community High School
23481 Sherman
Oak Park, Michigan 48237
(810) 548-9079
Fax (313) 824-8859*



DETROIT COMMUNITY HIGH SCHOOL